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ABSTRACT

This speech, given in 1965, addresses the concern about low participation in continuing education. It proposes allowing adults one workday per week for voluntary participation in continuing education, either job related or liberal arts oriented. This proposal is based on the belief that the nation's progress depends on a national program of continuing education. To develop this program and assess existing and needed resources, the establishment of a National Commission on Continuing Education is recommended. In support of this proposal, the paper documents the continuous changes in the work force, the knowledge explosion, the persistence of poverty, and other economic justifications. In addition, it stresses the benefit of nonwork-related continuing education in developing values of personal worth, satisfaction, civic competence, and public responsibility, citing studies supporting the need to avoid equating adult education with retraining. The paper concludes by considering the costs of the proposal and stressing the need to communicate the benefits of continuing education to all adults. (SK)

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**THE CASE AGAINST
THE ADULT DROPOUT**

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at Boston University

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INTRODUCTION

Too frequently we in adult education bemoan our lot, worrying about status or about the peripheral nature of our activities. Lately -- and especially in this past year -- while we were agonizing, others outside our profession were taking the leadership to act on behalf of adult education. They asked for more support for adult education and they even proposed programs and legislation, working in fact to expand the field of continuing education far beyond our own dreams or expectations. Two examples in point: first, the call for action by President Johnson and the expansion of support for urban extension - resulting in Title One of the Higher Education Bill which will allow for twenty-five million dollars for urban extension and continuing education (rather than the nine million we have been requesting); second, the Economic Opportunities Act and its budget of over a billion dollars for the coming fiscal year a large part of which is allotted to various kinds of continuing education.

Fortunately there are people in the field of university adult education who do more than fret. Paul Sheats is one of these. Through the far-flung program of the University of California which he heads, he demonstrates, in concrete terms, that he understands what a university program of continuing education can do for all levels of the society. But he also understands that even his bold, various, and imaginative program is not enough to meet the present need for continuing education, a need that seems to be far greater than the most energetic program now underway can fulfill. He recognizes that a national policy about continuing education is essential for intelligent social growth.

Dean Sheats delivered the speech here reprinted to the Conference on Vocational Education given in Los Angeles in January 1965. In it, he presents the contemporary educational problem, he delineates the need, he stresses its urgency. And he makes specific and dramatic suggestions for action. We are delighted to provide a wider forum for his dynamic proposals and stimulating suggestions in this Occasional Paper, and join with him in his call for more aggressive action leading toward eliminating the "adult dropout."

A. A. Liveright

THE CASE AGAINST THE ADULT DROPOUT

Paul H. Sheats

I agree with John B. Lawson, of Philco's Aeronutronic Division, that the provocative question today is not whether we need continuing education. It is what are we going to do with those who refuse it?* Adult dropouts should now be as much a matter of national concern as the public school dropout because these mature minds are stewards of future history or NON-history. And this statement could never have been made of any previous generation. A readiness to continue learning is the key to manpower development.

Every major document on national policy in the past ten years has underscored the need for continuing education as vital to economic and social progress. From the report of the Commission on National Goals to the latest statement on national policy from the Committee for Economic Development, the emphatic consensus is that continuing education can no longer be considered frosting on the cake. Far from being a peripheral segment of the total educational enterprise, it is now essential to national growth and survival.

But what does the record show?

The latest national study of participation in adult education was done a couple of years ago by the National Opinion Research Center at the University of Chicago. It showed that approximately 25 million, or one in five, adult Americans were active participants in organized educational activities. I suggest that we should view with mild panic a participation rate approximately equal to the paid attendance at major league baseball games during a single season.

Sir Eric Ashby, in the Saturday Review for November 21, 1964, says that "administrators must conceal their bright ideas." The administrator must feed the bright idea into an organization at quite a low level--and watch it percolate slowly upward. With luck, it will come to his desk months later for approval, and he must greet it "with the pleased surprise which parents exhibit when their children show them what Santa Claus has brought them for Christmas."

The proposal which I am about to make violates this stragem in at least two respects: (1) it involves a policy decision which others, not I, can make; (2) by choosing this time and place

*Orange County Life, Business & Industry, August 1963

for its advocacy, I am gambling on osmosis rather than percolation. Hopefully, this idea may be diffused through this knowledgeable and influential assembly. My proposal will not put another 100 million adult Americans into the classroom, but, by using the carrot rather than the stick, it would induce additional millions to serve their own and the national interest, by picking up their option on lifelong learning.

I propose that we move as rapidly as possible, to build into the forty-hour work week, eight hours of paid time for voluntary participation in organized programs of continuing education. The paid time off for continuing education could be either in job-related or liberal arts oriented programs. The latter would include a wide range of learning opportunities in the arts and humanities, in the social sciences, and in acquiring the skills necessary for community leadership and participation. In case any fast-on-the-draw critics label this a Radical New Idea, I should like to point out that the conservative government of nineteenth century England did something very similar in providing for the broad liberal education--at Cambridge and Oxford--of working class youth, who otherwise would never have been able to lead or participate. And that nation has realized vast dividends on its initial investment.

I realize that various unions have already negotiated "sabbaticals" or other time-off plans into their contracts. More efforts to spread the work will certainly follow. But time off is not enough and Management might well contribute support for continuing education in the interests of increasing employability and productivity.

My proposal is based upon a strong belief that, without a national program of continuing education--supported with resources comparable to those now being earmarked for elementary, secondary, and higher education--we cannot move toward the Great Society. And, certainly, little progress can be made to improve decision-making on major questions of public policy without giving continuing education national priority.

To develop the program and to take inventory of the existing and additional resources which would be required, I recommend the creation of a National Commission on Continuing Education. This Commission should be appointed by the President of the United States, and its assignments should include the determination of federal legislation and support needed to achieve the program's objectives.

The urgency of this recommendation derives from two closely related results of the explosion of knowledge: (1) what Professor Neil Chamberlain of Yale University calls "the steady down-grading of the occupational competence of all who

are employed;" and (2) the changing requirements of the work force as a result of automation and cybernetics.

Professor Chamberlain points out that we are still operating as though a person can acquire, in the first twenty years or so of his life, all the formal education he needs to carry him through the remaining forty years of his working career.

But if one considers his education complete the moment he steps from the commencement platform, be it college or high school, this moment will mark the beginning of obsolescence. The real dispossessed of the world--and this daily becomes more true in the modern, industrially-mature nations--are the uneducated and the untrained. But, as Dr. Chamberlain points out, "there is only a tenuous difference between the uneducated and the under-educated, the untrained and the under-trained." Once we admit that, in most occupations, knowledge runs ahead of the pace at which a worker can keep up with it, we are forced to seek continuing education throughout our lives, as the only hedge against individual obsolescence.

The engineer who graduated today has a half-life of only about ten years; half of what he learned at the point of graduation will be obsolete in a decade. Moreover, half of what that same engineer will need to know ten years from now is in the form of as-yet-undone research--not, of course, available to him today. I have seen similar computations applied to the legal profession which is given a half-life of fifteen years, and in the physical sciences it may be closer to five.

A second major consequence of the knowledge explosion results from the impact of automation and cybernation on the work force.

Before this impact is felt to its fullest extent, we need desperately to wipe out the major strongholds of American poverty. In this new war on poverty, the target group is some 38 million Americans, about 1/5th of the nation. The poorest 20% received 4.7% of the total national income. And the official unemployment figures do not accurately reflect the magnitude of the problem:

- a. 5.5% unemployed
- b. 4% sought full-time employment but could find only part-time jobs
- c. an estimated 5.5% have withdrawn from the labor market.

An expansion, therefore, of training and retraining programs for dropouts and unemployed will be effective only if the industrial system plus the public sector of the economy can produce

enough new jobs to insure placement of both the trained and the retrained. (Over one-half of the new jobs created during 1957-62 were in the public sector, and this trend is expected to accelerate.) Military and space expenditures provide employment, directly or indirectly, for some 12 to 15 million.

The most serious paradox of all lies in the fact that a substantial portion of the population is subsisting below the poverty line, at a time when the production potential exists to supply all needed goods and services.

Ralph Bellman, a computer scientist of the Rand Corporation, was quoted in the Chicago Daily News, as follows:

"Industrial Automation has reached the point of no return: the pace will increase astronomically in the next decade.

Two percent of the population--by implication the two percent at the upper administrative and executive levels--will in the discernible future be able to produce all the goods and services needed to feed, clothe, and run our society with the aid of machines."

Even if this prediction is off as much as 20%, the changes that will be required in our attitudes and behavior will be revolutionary. One of the dangers to our democracy--if we do not deliberately broaden participation in lifelong learning--will be a growing elitism. There will be the plebians who "finished" their years of schooling. . .while, on the other hand, continuing education will become the "key-club" for the Great Society.

It will take something much more radical than the proposal I have made here this morning to prepare for a society in which our present work force is reduced by 75 to 98 percent. But, in a nation moving inexorably toward manpower requirements of higher and higher competency levels, with full employment more and more difficult to maintain, the case for devoting 20% of the work week to continuing education rests on solid ground. As the Educational Secretary of the American Chemical Society said in a letter to a member of my staff on December 10, 1964, "technical obsolescence is an ever more serious problem, and lifelong continuing education is the only known solution."

By implementing my recommendation, there can be, at one stroke, an updating and upgrading of the work force, as well as at least a temporary increase in the number of available jobs in both the industrial and public sectors of the economy. It is self-evident that there will still be a large pool of unemployed,

particularly in the 17-21 year age bracket, and among those now existing below the poverty level.

The Vocational Education Act of 1963 and the Economic Opportunity Act of 1964 must be extended and expanded to deal with this problem, but even this will not be enough, unless there is a sizeable expansion of jobs in the public sector. My own view is that the most helpful method of creating jobs involves the establishment, at sub-professional levels, of cadres of aides in teaching, in social welfare, and in health and law enforcement agencies, where the gap between need and available services is most evident.

Most of my argument thus far has been directed toward an economic justification of the proposal I have made. But my recommendation also included participation, on paid work time, in educational programs which are not job-related.

"Time has tended to be calculated in terms of work and time free from work. Time will continue to be calculated in terms of work. But the work period will be one of the least important of the day, week, or career," Donald L. Garrity, head of San Francisco State College's Department of Sociology, said recently. "There's a difference between recreation--traditionally a process of relaxation with more work in mind--and leisure, which isn't necessarily oriented toward work and which can create its own values of personal worth and satisfaction."

What are these values of personal worth and satisfaction and from whence are they derived? Have not many of us in this room been so centrally concerned with the achievement of full employment and retraining of the work force that we have failed to recognize that our problem goes far beyond the development of technical, vocational, and even professional competency? The need to broaden the scope of our schooling is difficult to discuss without indulging in generalities such as the terms "self-fulfillment" and "integrity." But this need grows more important as the body of knowledge in every field deepens and becomes more complex. I think the importance of including the humanities in continuing education is best demonstrated by the tale of the old Danish farmer who took his teenage son into town to enroll him in the Danish Folk School, a venerable institution which stressed the liberalizing studies. "Will he learn here how to make better butter?" the farmer asked, clearly dubious about the value of the Folk School experience. "No," was the reply, "but, when he returns home, he will never again be satisfied to make anything less than the best butter."

John Gardner, of the Carnegie Corporation, in his recent book Self-Renewal,* puts the challenge even more explicitly when he says:

"Exploration of the full range of his own potentialities is not something that the self-renewing man leaves to the chances of life. It is something he pursues systematically, or at least avidly, to the end of his days. And by potentialities I mean not just skills, but the full range of his capacities for sensing, wondering, learning, understanding, loving, and aspiring."

With the prospect of increased leisure for larger and larger segments of the population, our tendency to fragment the categories of academic disciplines must be reversed. We must put the pieces back together meaningfully. As a small step in this direction, I am proposing that we counterbalance the overwhelming emphasis upon vocational and job-related programs of continuing education by permitting, in fact encouraging, the use of paid work time for participation in programs in the areas of public affairs and the liberal arts.

Any doubts as to the need for expanded public affairs programs were dispelled last month when Time (December 25, 1964, p. 15) reported the results of a recent University of Michigan Survey Research Center study, showing that 28% of the sample questioned did not know if there is a Communist government in China now, and 39% did not know of the existence of the Nationalist Chinese government.

Hopefully, by the time the cybernetic revolution has had its full impact upon our economy, continuing education--whether job-related or not--will be as much an accepted part of normal adult behavior as breathing.

First, however, we must understand (and modify) the extent to which we are still enslaved by our Puritan inheritance, which equates work with godliness and non-work with sin. In fact, the enslavement came long before the Puritans arrived. We can go back 4000 years to the Code of Hammurabi, when the craftsmen and peasants were denied the benefits of literacy, and when crafts could be transmitted only by direct instruction under an apprenticeship system. Hartley Grattan, in his book In Quest of Knowledge,** says:

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*p. 11
**p. 24

"The failure to apply the new literacy to the crafts--led to the slowing down of the rate of technological change--and accounts in part for the unprogressive nature of these societies."

As late as 1855, Frederick A. P. Barnard, President of the University of Alabama, wrote with the blindest of certainty, that a crafts society and its characteristic apprenticeship system was so permanent a feature of American life that vocationalism would never intrude itself upon institutions of formal learning.*

The passage of the Morrill Act in 1862 began a reversal of this trend, but, if you had participated in the meetings of the President's Panel of Consultants on Vocational Education, as did I, you would know that the deep cleavages which began far back in our cultural history have not completely disappeared today. The vocational educator often feels alienated from his academic colleagues; the academician often demonstrates snobbishness toward educational programs which prepare men for work. This bit of history is interesting only insofar as we can learn something from it. Certainly the intervening 4000 years, which have brought us into a new age of science, should not lead us to create a new elite of those who know versus those who do not know; to a growing schism between the wise and the ignorant; nor to a fragmentation of the total educational task into learning for the job and learning for self-realization. Blinders may help to win a horse race, but I doubt that tunnel vision is an asset to educational statesmanship.

I remember vividly a conference which University of California Extension conducted at the Alumni Center at Lake Tahoe in 1961 on "The Creative Person." It was attended by about 75 presidents of corporations, foundations, and major institutions throughout the nation. Their interest in this invitational meeting derived from the fact that members of the staff of the Institute of Personality Assessment and Research, on the Berkeley campus of the University, were scheduled to summarize and report upon some five years of research on creativity. At the particular session I have in mind, the late Professor John E. Arnold, of Stanford University, reported on a study of 209 top-level scientists and engineers from some 20 research and development groups on the West Coast. The significant point in the study, for our purposes, was that 84% of the population were continuing to study in their major field, and, of this group, 85%, or nine out of every ten, of these highly-motivated adults were also studying outside their main field.

*p. 338 - The American College and University by Frederick Rudolph, New York - Adolf A. Knopf, 1962

In the discussion period following Professor Arnold's talk, one of the delegates asked if he inferred from these data that company policy should include time off and tuition reimbursement for employee participation in educational programs which were not job-related. Professor Arnold said he meant to imply exactly that.

Programs which are not job-related have been already tried. The results of the certificate program, begun by University Extension on the Los Angeles campus in cooperation with the Los Angeles County Federation of Labor, are uniformly impressive. An average enrollment of 225 in a single semester is drawn from just three Southern California counties. These people come from 74 different unions and, in 90 percent of the cases, their union pays the full fee for 160 hours of class work consisting of such courses as Urban Problems; Understanding the Economy; Government and Politics in America; and Public Opinion in a Mass Society.

The need to avoid equating adult education with retraining is nowhere better-demonstrated than in these labor studies. A very few of these enrollees leave labor for management. At least one-quarter of them move up to assume roles of greater responsibility--both officially within the union and in community organizational work. Many return to attend courses, after they have completed the certificate program.

Encouragement of self-development and advancement of personal creativity are good and adequate reasons for broadening the spectrum of educational opportunity. But there is a further reason, which stems from social urgency rather than from personal need. Problem-solving in its highest form is an educational process. The application of rational methods of inquiry, discussion, and awareness of the consequences of alternative solutions requires the mastery of skills which can best be learned off the job and in educational programs which lean heavily on the liberal arts and the social sciences. The energy and ingenuity with which our educational institutions provide the information base on which decision-making and problem-solving can be improved, bears a direct relationship to the speed with which we move forward in the war on poverty, in the equalization of opportunity, in the reduction of racial tension, and in the improvement of urban life. Even the most competent and technically-trained work force cannot produce a good life or insure the survival of the human race. The present generation of adults--not college graduates of some future time--must choose wisely now and deal rationally with the fateful decisions which confront us. Technology cannot supply this requirement. Only expanded programs of continuing education in the liberal and fine arts, contributing to self-realization, increased civic

competence, and public responsibility, will insure our continuance as a free people.

I have been an administrator for too many years not to realize that there will be objections to the proposal I have made. Moreover, there will need to be some careful planning on how best to utilize our existing facilities and when and how expansion should take place. The proposed National Commission on Continuing Education, like the Vocational Education Panel, can draw upon expertise already available as it develops detailed plans and specifications. But before I conclude, let me identify and answer, in part at least, a few of the objections which will certainly be made.

There is, of course, the question of cost--cost to industry in terms of released time, cost to the community in terms of expanding the facilities of continuing education which will be needed, and cost to the individual who participates--depending on whether or not the educational services are supplied on a tuition-free basis. Such questions may be difficult but they are certainly resolvable. A nation which is solving the problems of conquering outer space certainly can solve the relatively minor logistical problems of establishing a national program of continuing education on work time. We have already made tremendous progress in the direction I am recommending.

Company-financed schooling is probably the fastest growing form of adult education in the United States today. It may be a case of tuition reimbursement; it may take the form of establishing in-plant programs or alternating a work-study cycle. Several months ago, it was reported that General Electric alone spends 45 million dollars a year to support a curriculum of thousands of courses at dozens of plants across the country, with a student body of 35,000.* While industrial expenditures on continuing education are predominantly in favor of job-related programs, Time Magazine estimates, in its December 18th issue, that some \$25,000,000 annually is being channeled by business into cultural courses and programs.

California already has the base on which to build expanded facilities and programs. For over a century, it has had publicly-supported continuing education in its public schools, which, along with the Junior Colleges, State Colleges, and University and Agricultural Extension, today collectively serve millions of the State's adults with programs ranging from Basic Adult Education to Cryogenic Technology.

*Time, August 28, 1964

There is stepped-up federal support for state-developed programs in vocational education and manpower development, regional and urban development, and agriculture. The Economic Opportunity Act and legislation now being drafted to provide federal support for technical services in the Department of Commerce and general Extension services in Health, Education, and Welfare will, if passed, further insure the fiscal base required to make my proposal practicable. The role of the states in coordination becomes increasingly crucial with the proliferation of federally-supported educational programs administered by various departments and agencies of our government. But these reflect in part President Johnson's conviction that "The answer for all of our national problems, the answer for all the problems of the world, comes down, when you really analyze it, to one single word--education."* In the case, for example, of urban extension, in which President Johnson has expressed special interest, the successful application of educational resources to the solution of urban problems will depend on the mobilization of a state's capabilities to develop a state-wide plan and to utilize its existing facilities in an attack on specific problems. Agricultural Extension has already demonstrated how this can be done in the case of rural problems. While the development of an urban extension service is more complex, it is certainly not beyond the range of our capabilities--given the fiscal support which will be required.

And, in any consideration of costs, two basic facts must be kept in mind:

- (1) We are currently investing something in the neighborhood of 15 to 16 billions of dollars per year in research and development. The amount of the gross national product which has gone into the dissemination and application of the new knowledge, which results from these expenditures, is infinitesimal in comparison. The scales must now become more nearly balanced. In the last Congress, the proposed legislation to support general extension, carried an appropriation of nine million dollars. Appropriations for Agricultural Extension are currently at 60 million. These sums are completely out of proportion to the investment in the production of knowledge.
- (2) These expenditures, required to develop the potentialities and capacities of our human resources, are self-liquidating. As has been pointed out many times, such expenditures are, in fact, an investment in the best resource the nation possesses, namely, its people.

*Saturday Evening Post, Dec. 12, 1964

As their creativity and productivity are enhanced; as the richness of their lives is increased, more rapid cultural and economic development will be assured.

A more troublesome obstacle would appear to be the difficulties involved in "making the horse drink." While this bit of folk wisdom certainly does not absolve us from the responsibility of leading the horse to water, it must be admitted that learning is hard work, that motivation diminishes after the fourth decade of life,* and that "the segments of the population which will have the most free time are least well prepared to handle more free time and least likely to turn to educational pursuits." Simply, "Self-fulfillment or personal growth through adult education"--are concepts which have no meaning at all to large segments of the population.

I was amazed recently, in reading a Harris Survey (December 14, 1964 Los Angeles Times) that 18% of the respondents reported that their biggest disappointment in life was the lack of a good education, whereas, when asked to identify the one thing they looked forward to most in life, only 3% wished to go back to school. Perhaps the obvious discrepancy in these figures is due to the fact that many of today's adults did not have a happy experience in their learning activities.

The failure to communicate to large segments of the public the new characteristics of continuing education as it operates today must certainly be charged against the professional adult educators. The image of continuing education as primarily remedial work for non-citizens or the educationally disadvantaged does not square with the facts. Today, the bulk of our program offerings in University of California Extension are postgraduate and professional, interdisciplinary and tailor-made to synthesize new knowledge and explain its applicability to personal and social needs. Take, for example, the titles of last year's major symposia on the San Francisco Medical Campus of the University: Man under Stress, The Family's Search for Survival, The Uncertain Quest: the Teenagers' World, and Food and Civilization. These programs reached, over television and Voice of America, hundreds of thousands of viewers and listeners who could not be present for the sessions. Or, take the scientific programs in Space Physics, where the editors of the book especially prepared for this course, could hardly get the copy to press on time because of the rate at which new knowledge in this field was being generated.

*Ausubel, David P. Paper read at a conference on "Psychological Backgrounds of Adult Education" at the Sagamore Conference Center of Syracuse University, September 30 - October 4, 1962.

These efforts to reduce the gap between discovery and dissemination of new knowledge have little to do with the traditional image of adult education.

On the other hand, we have evidence that the general population wants more education. Since the trend is toward higher and higher educational attainment (college enrollments have increased 102% in the last ten years, 53% of high school graduates now go on to college), there would seem to be good reason for believing that we can, with new methods and formats, overcome whatever resistance to learning remains. Our own projections at University of California Extension show a 16% growth in enrollments by 1975, with the national extension registrations expected to triple by 1980. In a recent survey conducted by our Director of Extension on the Riverside Campus of the University, 77.6% of our current enrollees either have an undergraduate or a graduate degree. Only 17% of their fathers could be so catalogued.

These figures give us some measure of the changes in educational attainment which are occurring and provide a solid basis on which to project success for the proposal I have made, even with participation in continuing education on paid time left voluntary. Those who would prefer to work rather than learn have that option to elect.

One of my first administrative jobs, in 1936, involved the expenditure of emergency relief funds for a national program in public affairs education for adults. We had nineteen demonstration centers throughout the nation, one of them down at Santa Ana in Orange County. Nineteen out of every twenty persons employed in the project had to be from the relief rolls. Even from this vantage point of time, the program accomplished its objectives. What interests me is why a constructive and important task of continuing education could only be undertaken in the depths of the depression and has not been repeated since. It seems to me that it is about time that lifelong learning should be accepted as a normal part of our daily lives, even though, as Margaret Mead says, "We are now at the point where we must educate people in what nobody knew yesterday, and prepare people in our schools for what no one knows yet, but what some people must know tomorrow. We must rid ourselves of the idea that anybody can ever finish his education."^{*}

I received recently a description of a new approach to alumni education now in operation at Oakland University, an affiliate of Michigan State University, in Rochester, Michigan. The concept represents a radical departure from traditional higher education.

^{*}Margaret Mead, Thinking Ahead: Why is Education Obsolete?
Harvard Business Review, Nov.-Dec., 1958, p. 27

For example, the statement "that the task of achieving a liberal education be recognized for what it surely is--a lifelong process which cannot be condensed into any particular curriculum or time period." An institution committed to these objectives must be prepared to extend its concern for its students throughout their lifetime.

Oakland is giving more than lip-service to these objectives since its continuing education program is based, in large part, upon a relationship between a professional counselor and a graduate, developed during the period of the student's residence and full-time study. This counselor, working with the employer of an alumnus or with the alumnus individually, plans educational programs which are of specific aid to him. In effect, this approach makes the years out of school an extension of the learning experience at college.

Somewhat unconventionally, perhaps, I have argued this morning with the subject assigned to me in this conference. The problem, I have said, is no longer one of demonstrating a need for continuing education. The central question now is how to get more and more adults to participate. I have gone farther than that and suggested that we take eight hours paid time out of the forty-hour week and give to all hourly and salary roll employees the option of using this time to participate in organized programs of continuing education. Moreover, these programs need not be vocational or job-related, but, on the other hand, they bear no resemblance to goldbricking. They will represent serious attempts on the part of qualified agencies in our society to provide important subject matter, taught by competent instructors for the purpose of increasing the student's capabilities and developing his potentialities, because we believe such growth will contribute to the betterment of society and the human condition.

I have recommended also that a National Commission on Continuing Education be established to implement this proposal on a nation-wide basis. I have said that we cannot afford to let inherited prejudices about work, vocational education, or academic purity induce the kind of institutional senility which only blocks our way to social advance, and, finally, that the progress toward the Great Society can be accelerated if we build into our processes of problem-solving and decision-making the resources of continuing education.

I would like to conclude with a brief couplet of which I am extremely fond; it reads:

"I, a stranger and afraid

In a world I never made."*

It seems to me that this puts poignantly and succinctly the dilemma of modern man. Engulfed by the knowledge explosion, frightened by the threat of nuclear destruction, intimidated by a science and technology which he only dimly understands, and alienated from his past, he seeks personal identity and self-fulfillment in a world that is progressively more impersonal and remote. The answer to strangeness is understanding. The antidote to fear is knowledge, and the prescription for alienation is informed involvement in community life. It is because I believe that the expansion of continuing education will help to provide these kinds of answers to the dilemma of modern men that I would write it into the work structure and the daily fiber of American society.

*A. E. Housman